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ABSTRACT

This handbook supplement, for administrators and supervisors, is part of a packet intended to aid educators, families, and adult service providers to facilitate the transition from school to adult life in the community for students with both cognitive disabilities and visual or dual sensory impairments. Emphasis is on preparation of students for adult lifestyles through transition planning and community based instruction, including vocational experiences. An introduction notes the administrator role in assuming leadership at both the systems level and building (or program) level. The next section identifies issues in the administration of community-based instructional programs including scheduling student time; utilization of staff, parents, and volunteers; transportation to and from community sites; liability issues; funding community-based activities; orientation and training of staff and parents; and vocational experiences. Considered briefly are the role of the administrator in transition planning and interagency councils. Appendices include: a list of five references, a sample Individualized Transition Planning form, state offices of Title VI-C coordinators, and a discussion guide for a staff orientation film. (DB)

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SUPPLEMENT FOR ADMINISTRATORS AND SUPERVISORS

A CURRICULAR APPROACH TO SUPPORT THE TRANSITION TO ADULTHOOD OF ADOLESCENTS WITH VISUAL OR DUAL SENSORY IMPAIRMENTS AND COGNITIVE DISABILITIES

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SUPPLEMENT FOR ADMINISTRATORS AND SUPERVISORS

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Handbook for Parents

The Handbook for Instructional Staff is meant to serve as the core guide not only for instructional staff, but also for administrators and supervisors, transition coordinators, and adult service providers. A thorough understanding of the curricular approach represented in the Handbook for Instructional Staff, will enable these other professionals to effectively support the implementation of this program. Material specifically identified with the roles and responsibilities of administrators and supervisors is presented in this supplement.

The implementation of procedures for transition planning and community based instruction is meant to facilitate the transition from school to adult life in the community for students who have severe disabilities. The administrator and supervisor need to take a leadership role in providing policies and guidelines for implementing the program, orienting staff, and developing mechanisms for and initial contact with adult service providers.

This supplement is meant to suggest and illustrate ways of implementing programs that support the transition from schools to adult lives in the community for students with visual or dual sensory impairments and cognitive disabilities. It is

PREFACE

This training packet entitled "A Curricular Approach to Support the Transition to Adulthood of Adolescents with Visual or Dual Sensory Impairments and Cognitive Disabilities", was developed through funding from the Office of Special Education and Rehabilitation Services (OSERS), and from the New York State Education Department, Office for the Education of Children with Handicapping Conditions.

The purpose of this project is to develop a vehicle to aid educators in linking with families and adult service providers to facilitate the transition from school to adult life in the community for students with both cognitive and visual or dual sensory impairments. The particular focus of this project is the preparation of students for adult life styles reflecting competence, participation, and productivity.

This training packet consists of a basic guide, "Handbook for Instructional Staff", with three supplements, and a "Handbook for Parents." The components of the complete curriculum are listed below.

Handbook for Instructional Staff

- Supplement for Administrators and Supervisors
- Supplement for Transition Coordinators
- Supplement for Adult Service Providers

not meant to be an exhaustive planning guide but rather is meant to stimulate exploration of new and better ways of implementing transition programs.

INTRODUCTION

The major components to this curriculum (which are fully described in the Handbook for Instructional Staff) are transition planning and community based instruction, including vocational experiences.

The administrator or supervisor of a program for adolescents with visual or dual sensory impairments and cognitive disabilities has a key role to play in the successful implementation of the curriculum. Specifically, the administrator (or supervisor) must assume leadership in two spheres: systems level and building (or program) level. The roles of the administrator in these two spheres will be discussed in the following sections.

Systems level planning may be conducted at the central level of the local or intermediate educational authority. Thus, a Director of Special Education may be the responsible party for such planning. However, sometimes systems level planning for transition is left largely to a building or program level administrator. This provides a unique opportunity for building (or program) level administrators to work flexibly and innovatively in creating support systems for transition programs.

Below is a list of the responsibilities of administrators in developing programs that assist students in the transition to adulthood. These tasks will be identified as local education authority (LEA) level or program level. However, when a task is not addressed at the LEA level, the building administrator will have to assume all or most of these responsibilities.

LOCAL EDUCATION AUTHORITY

- o Establish policy for community-based instruction, including vocational experiences.
  - Utilization of staff in the community
  - Transportation to community sites
  - Funding for activities in the community
  - In-Service training in community-based instruction
- o Develop interagency task force on transition from school to adult life.
  - Identification of relevant state and voluntary adult service agencies to explore how to facilitate students' transition from school to adult living
- o Establish interagency agreements with key adult service providers.
- o Develop guidelines for system and program level transition planning.
  - Use of ITPs
  - Relationship of ITPs to IEPs

- o Provide appropriate staffing, including new personnel roles and titles as needed.
  - The roles and responsibilities of transition coordinators
  - Monitor implementation of the transition planning process

PROGRAM LEVEL ADMINISTRATOR

- o Orient staff and parents to community-based instruction (with vocational experiences) and the process of transition planning.
- o Arrange for staff training.
  - Identify appropriate in-service training experiences.
  - Identify relevant resource people with the LEA and adult service agencies.
  - Identify appropriate sites of observation.
- o Work with program staff to develop strategies for community-based instruction, including vocational experiences.
  - Identification of school transition team
  - Identification of liaison person from adult service agencies

ISSUES IN THE ADMINISTRATION OF COMMUNITY-BASED INSTRUCTIONAL PROGRAMS*

Community-based instruction involves a significant departure from traditional ways of utilizing staff, of scheduling time in and outside of the school building, and of utilizing the school building. Some issues involved in implementing community-based instruction are described below.

SCHEDULING STUDENT TIME

The principle involved in scheduling student time is to decrease time in the classroom and increase time outside the school building as the student moves toward adulthood. Some professionals recommend that as much as 50 to 85% of the student's time should be spent outside the school building by the time the student reaches adolescence. By this time also a substantial amount of the student's non-school time should be spent in vocational experiences.

UTILIZATION OF STAFF

Community-based instruction requires a high level of individualization. Taking a group of six students into the community is not the best way to facilitate either integrated community participation or meaningful intergrated experiences.

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* Some of the ideas for this section are derived from Sailor, et al., 1986.

If students are to engage in community-based instructional experiences tailored to meet their individual needs, very different patterns of staff utilization need to be developed. Aside from ratios of 1:1 or 2:1, principles involved might be:

1. Integrated Educational Model - This involves the provision of related services as an integrated part of functional activities in the community. The occupational therapist may work with one or two students at a work station to adapt equipment and devise procedures that will enable the student or students to perform the job. An orientation and mobility instructor may work with a student on the use of public toileting facilities at a shopping mall. Thus, in this model related service providers become part of the instructional staff in implementing community-based instruction.

2. Use of assistant teachers - Traditionally, assistant teachers have worked only within schools under the direct supervision of teachers or other licensed professionals. In implementing community-based instructional programs, the utilization of teacher assistants must be explored. This exploration may need to involve the State Education Department and the relevant teachers union. However it may well be that your state's regulation allows assistant teachers to operate under the general supervision of a

teacher. In this case, there may be no problem with the assistant teacher carrying out an activity with a student in the community that was planned by the supervising teacher.

Some professionals may feel uneasy about going out into the community alone with a student, and their union may support their not doing so. There are several approaches to dealing with this. One is to give the assistant teacher many opportunities to be in the community with licensed professionals. A second is to pair assistant teachers, so that two assistant teachers are in the community together with two students.

It may be necessary to give assistant teachers the option of volunteering (or not volunteering) to be out in the community alone with an individual student.

3. Use of parent and student volunteers

The ratio required for effective community-based instruction, i.e., 1:1 or 2:1, may require more personnel than the standard program. Parent volunteers may supplement school staff in achieving an appropriate ratio. High School students recruited either as volunteers during free periods or as part of a school service program, can be valuable role models and

instructional assistants during community-based activities. Student teachers and interns from community college programs are other valuable resources.

TRANSPORTATION TO AND FROM COMMUNITY SITES

If the school program is located in an urban environment it may be possible to locate many sites for appropriate community-based instruction within walking distance of the building in which the program is located. Thus, identification of such sites in the immediate community should be explored first. However, full implementation of a community-based instructional program is likely to involve the use of sites outside the range of the immediate community. Two major resources can be explored for this purpose: public transportation and school buses.

Students may already be using public transportation with their families. Certainly, the use of public transportation is something that one would usually want students to learn. Wheelchair accessible buses are available in many communities and can be used to facilitate the integration of students in wheelchairs.

The use of school buses is another alternative. School buses may not be available when needed to handle all transportation to and from community sites. They should not be viewed as the

sole means of transportation.

Another option that should be explored is contracting with agencies, such as United Cerebral Palsy Centers, that own accessible vans which may not be used for a large portion of the (school) day.

The use of privately owned vehicles belonging to parents and staff, in some school districts, should be carefully investigated by the school administration, to ensure that issues of safety and liability are adequately handled.

LIABILITY ISSUES

The first step in implementing community-based programming is to secure official school district approval for the implementation of this approach, and to ensure that the school district's liability insurance will be operative during such programming.

The next step in addressing the issue of liability is to involve parents in understanding what community-based instruction entails, and obtaining their approval for their son's or daughter's participation in it. Some school districts use the IEP as the vehicle for obtaining parental approval.

The third step is to design guidelines for community-based instruction that reflect alertness to issues of safety and security (while not interfering with appropriate opportunities for student learning). These guidelines should include procedures for taking into account student health needs and for handling accidents or property damage. The most important factor in dealing with the question of liability is staff responsibility. Normally, school staff members will only be liable when student injury or endangerment has resulted from negligence on the part of staff. Careful, appropriate planning for students, and the appropriate implementation of plans, is the best way to deal with the issue of liability.

FUNDING COMMUNITY-BASED ACTIVITIES

Community-based instruction sometimes requires money to purchase items or use equipment. Students may go shopping for items to be used in making lunch, and may use a neighborhood launderette to wash their gym clothes. The amount of money usually involved is quite limited, but a source for these funds must be identified. Many school systems already have a mechanism for providing petty cash to meet such needs. However, the amount of petty cash provided is not likely to be sufficient. School districts or programs that plan to implement a community-based instructional program must find some means to expand the petty cash allotment or supplement it.

ORIENTATION AND TRAINING OF STAFF AND PARENTS

Few teachers have been trained to implement community-based instructional programs, and the training and experience they do have does not prepare them for implementing such a program. In addition, the responsibility of being involved with student work in the community adds new dimensions and demands to their roles. For these reasons, teachers will need training, support, and time to become comfortable in directing community-based instructional programs. Some ideas for doing this are as follows:

1. Arrange for selected staff, e.g., one teacher, one assistant teacher, one related service provider, to visit a site where a successful community-based program is in operation. (Contact the Title VI-C Coordinator; see Appendix C.)

2. Arrange for a resource person who is a specialist on community-based instruction to meet with all relevant school staff to discuss implementation issues.

3. Contact the Title VI-C Coordinator for your area to identify model sites to visit or resource persons who specialize in community-based instruction. One resource the Title VI-C Coordinator can call on is a

representative from the nationally sponsored technical assistance project for sensory impaired children and youth (Teaching Resource Assistance to Children and Youth Experiencing Sensory Impairment - TRACES).

4. Purchase selected literature on community-based instruction for staff use. (See Appendix A in the Handbook for Instructional Staff.)

5. Arrange a series of meetings at which staff will design strategies and timelines for implementing a community-based instructional program, utilizing the Handbook for Instructional Staff as a basic resource to guide their planning.

6. Show the film "A Life Time of Patience" (See Appendix D for description of content, discussion, questions and details of obtaining film) to school staff.

Some parents may feel uncomfortable or uneasy about community-based instruction because of the less protected environment and activities that their sons and daughters will be experiencing. Other parents will recognize the value of community-based instruction and support it enthusiastically. Some ideas for working with parents who feel concerned about this type of programming are as follows:

1. A parent orientation meeting.

2. Parent input into the nature of community-based experiences used in the initial phase of the program.

3. Opportunities for parents to participate in community-based instructional activities as volunteers.

4. Frequent opportunities for parent/staff consultation about the individualized community-based instruction designed for their son or daughter.

VOCATIONAL EXPERIENCES

All of the issues previously discussed, e.g., scheduling, utilization of staff, transportation, and liability apply to vocational experiences in the community. As was pointed out in the section on "Vocational Experiences" in the Handbook for Instructional Staff, vocational experiences in the community should begin at no later than ages 14 or 15 and should be central to the curriculum for students with visual or dual sensory impairments and cognitive disabilities during the last two or three years of their school experience.

One of the major tasks of the administrator is to provide time for a carefully selected staff member to identify appropriate

work experience sites in the community. If a position for a transition coordinator has been made available, the person filling this position would carry out this responsibility. Otherwise, another staff person must assume this responsibility.

It may be desirable to assist staff in this process by arranging for a resource person, such as a rehabilitation counselor who is involved in supported work programs, to meet with the school staff and orient them to this process. Just as parents need to be oriented to the overall community-based instructional program, they need to be oriented to the idea of their sons or daughters working in the community. Parents need to be involved right from the start. Parents may, in fact, be a major resource for identifying work sites in the community once they understand both the goals and the approach involved in supported work experiences.

Sometimes it is difficult to envision students with severe multiple disabilities engaged in productive work experiences. However, job adaptations and assistance from staff acting as "job coaches" makes it possible for virtually every student to be engaged productively in work experiences.

THE ROLE OF THE ADMINISTRATOR IN TRANSITION PLANNING

The most fundamental role of the administrator is to provide strong support for the idea of staff assuming responsibility for transition planning. Once this has been accomplished, many of the issues involved in transition planning will be addressed. These include the use of ITPs, the development of transition teams, and the establishment of models for collaboration with adult service agencies.

While every student in school must have an IEP as was pointed out in the Handbook for Instructional Staff, the ITP can be either a supplement to the IEP or the age appropriate IEP for students approaching the transition to adulthood. A sample form of a supplementary ITP is provided in Appendix B. A decision in this matter may be made at the LEA level. However, if it is not, the program administrator may choose to supplement the official IEP with an ITP. The administrator may want to work with program staff to devise the most appropriate ITP form for that program.

The make-up of the IEP planning team is established by state regulations. However, in preparing ITPs additional personnel may be essential. One such person is the transition coordinator, if this role has not been assumed by one or more

persons regularly involved in IEP planning. Another staff member who may be appropriately involved in some school settings is the guidance counselor. When a student is 18 or over it becomes particularly important to involve in the ITP process a representative from the adult agency or agencies that will be assuming responsibility for providing services to the student after he or she leaves school. For this reason it is important to establish collaborative relationships with such agencies as the state rehabilitation agency serving persons who are blind and visually impaired and the state agency serving persons with mental retardation and developmental disabilities. In addition, when making specific arrangements for adult services for individual students, representatives of local service providers may need to be involved. The administrator's role may include supporting and helping such collaborative models.

Administrators traditionally are the parties charged with monitoring effectiveness of the programs for which they are responsible. In this light, the administrator should oversee the implementation of the transition process, putting into place markers to assess the effectiveness of transition planning. Variables such as satisfaction of parents with the transition process, continuity of services to students leaving school, and analysis of the types of placements obtained should be examined.

INTERAGENCY COUNCILS

One strategy for implementing effective transition planning is to establish local interagency planning teams. The purpose of such teams is to establish a cooperative process for ensuring that adequate and appropriate services are available for young adults with severe disabilities when they leave school.

To assure the success of these local teams, state level initiatives or support is essential. There are several ways of achieving such support:

1. Adding a focus on individuals with dual sensory impairments to any existing state level interagency planning structure.

2. Working with the State Title VI-C Coordinator to organize a statewide transition coalition conference, including selected school program representatives and their local counterparts in state adult service agencies as well as representatives of the central administration of these state agencies.

3. Working with the Technical Assistance Center of the Helen Keller National Center to establish a framework and

structure for a state level interagency transition council focused on individuals with dual sensory impairments.

There are two main tasks for local interagency planning teams:

1. Identifying existing local services, future service requirements, and gaps that need to be filled.

2. Creating agreements for cooperative interagency functioning in relation to transition planning.

The interagency team should be comprised of administrators from all key agencies serving or advocating on behalf of youth with visual or dual sensory impairments and cognitive disabilities. The team needs to be large enough to include all relevant school and adult service personnel but small enough so that it can actively work toward agreed upon goals. Team members should hold similar level administrative positions within their respective agencies. All team members need to know their agency's resources and services and have the authority to make decisions regarding the organization of services and the allocation of staff, space, and other resources. The key members of this interagency planning team would include a parent advocate and/or advocacy group

representative and administrators from:

1. The special education program of the local education authority (LEA) or intermediate education authority.

2. The local office of the vocational rehabilitation agency serving the blind.

3. The local office of the general vocational rehabilitation agency.

4. The local office of the mental retardation/developmental disabilities agency.

Other possible members might include representatives of important local voluntary service agencies serving adults with severe disabilities, e.g., United Cerebral Palsy Association; Association for Retarded Citizens; the local office of the social security administration; local office of the state mental health/mental hygiene agency; local office of the state social service agency; a local coalition of adult service agencies, if one exists; and the local protection and advocacy agency for persons with developmental disabilities.

IDENTIFYING CURRENT SERVICES, FUTURE SERVICE REQUIREMENTS, AND SERVICE GAPS

The first task for the planning team is to collect information

about existing, relevant services, e.g., residential options, vocational options, other types of day programming, and recreation/leisure opportunities.

The identification of future service needs can make use of the following possible data sources:

1. Any data being collected by the State Education Department for the purpose of meeting federal monitoring requirements on school outcomes of special education students.

2. Any data being collected by LEAs to meet state "aging out" regulations. For example, in New York State, copies of the records of students who are in special education programs full time are sent to the appropriate adult service agency, with parental permission, when the student is 15 or 16.

3. Data from ITPs, once the ITP process has been established and implemented for all students of high school age.

Once the identification of existing resources and future service needs has been accomplished, the identification of gaps in resources will become readily apparent.

AGREEMENTS FOR COOPERATIVE INTERAGENCY FUNCTIONING

There are a number of questions that members of the interagency planning team need to answer:

- Who will serve as liaisons to the schools and how will this participation be structured?
- At what point in the student's schooling will adult service agency liaisons become involved in transition planning?
- How will Individualized Written Rehabilitation Plans (IWRP) or other individualized service plans implemented in adult programs, utilize and build upon IEPs and ITPs?

The next step for the interagency planning team is to begin to design procedures and guidelines for :

1. Cutting red tape to facilitate the process of coordinating needed services.

2. Utilizing existing resources in innovative ways to open up new options.

3. Developing additional resources.

In the initial stages of establishing a local interagency planning team, it may be constructive to struggle with the arrangement of adult services for several individual students who will be aging out of the school system within the next

year or two. In doing this, the interagency team will be immediately challenged by the barriers and complexities of meeting the service needs of young adults with dual sensory impairments and the rewards inherent in developing suitable service packages. This procedure will also facilitate the process of establishing more formal interagency cooperative agreements.

APPENDIX A

REFERENCES

APPENDIX A

REFERENCES

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* To order materials from Paul H. Brookes, call: 1-800-638-3775

APPENDIX B

SAMPLE ITP FORM

INDIVIDUALIZED TRANSITION PLAN

NAME OF STUDENT_____ DATE OF BIRTH_____ DATE OF PLANNED MEETING_____

PLANNING TEAM_____

TRANSITION OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)

VOCATIONAL PLACEMENTS

Competitive ____

Supportive ____

Sheltered ____

Specify the above or other ____

_____

_____

_____

Identify current & past Vocational Experiences_____

_____

_____

NAME OF STUDENT_____ DATE_____

TRANSITION OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY & RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
LIVING ARRANGEMENTS					
With Family	____				
Semi-independent Living	____				
Community Residence	____				
Specify the above or other	____				
_____					
_____					
_____					
_____					
Identify current living arrangements_____					
_____					
_____					

NAME OF STUDENT_____ DATE_____

TRANSITION ISSUES	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
RECREATION AND LEISURE					
Use of integrated, community facilities & programs	___				
Use of specialized facilities & programs	___				
Specify the above or other	___				
_____					
_____					
_____					
_____					
_____					
Identify current recreation and leisure programs being used					
_____					
_____					
_____					

NAME OF STUDENT_____ DATE_____

TRANSITION ISSUES	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
TRANSPORTATION					
Provided by family	____				
Public Transportation	____				
Specialized transport	____				
Orientation & Mobility assistance	____				
Specify the above or other_____					
_____					
_____					
_____					
Identify current modes of transportation used_____					
_____					
_____					
_____					
_____					

NAME OF STUDENT_____ DATE_____ _____

TRANSITION ISSUES	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
INCOME					
SSI	___				
SSDI	___				
Food Stamps	___				
Earnings	___				
Other (specify) _____	___				
_____					
_____					
_____					
Identify the above types of assistance being received__					
_____					
_____					
_____					
_____					

NAME OF STUDENT_____ DATE_____

TRANSITION ISSUES	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
MEDICAL CARE					
Insurance					
Medicaid	____				
Medicare	____				
Other (specify)_____	____				
_____					
Specialized health care____	____				
_____					
_____					
Other (specify)_____	____				
_____					
Identify current health insurance_____					
_____					
Identify current services being used_____					
_____					

NAME OF STUDENT_____ DATE_____

TRANSITION ISSUES	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP SERVICES
FAMILY SUPPORT					
Peer support network	____				
Parent education	____				
Counseling	____				
Respite care	____				
Economic assistance	____				
Legal services (trusts, wills, guardianship)	____				
Advocacy	____				
Specify the above or other	____				
_____					
_____					
Identify current family support services used_____					
_____					
_____					

APPENDIX C

STATE OFFICES OF TITLE VI-C COORDINATORS

APPENDIX C

STATE OFFICES OF TITLE VI-C COORDINATORS

Alaska Dept. of Education
Deaf/Blind Single State Project
P.O. Box F
Juneau, **ALASKA** 99811
907-465-2970

Sunbelt Regional Center
Alabama Institute for Deaf/Blind
Deaf/Blind Multi-State Project
Talladega, **ALABAMA** 35160
205-761-3210

Arkansas Dept. of Education
Deaf/Blind Single State Project
Arch Ford Building
Room 105-C
Little Rock, **ARKANSAS** 72201
501-682-4222

Arizona School for the Deaf/Blind
Deaf/Blind Multi-State Project
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Tuscon, **ARIZONA** 85703
602-628-6005

California State Dept. of Education
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303-866-6694

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904-488-1570

Georgia Board of Education
Deaf/Blind Single State Project
1454 Twin Towers East
Atlanta, **GEORGIA** 30334
404-656-2596

Guam Dept. of Education
Deaf/Blind Multi-State Project
P.O. Box DE
Agana, **GUAM** 96910
671-472-8901

Hawaii State Dept. of Human Services
Deaf/Blind Single State Project
P.O. Box 339
Honolulu, **HAWAII** 96809
808-548-4770

Iowa Dept. of Education
Deaf/Blind Single State Project
Grimes State Office Building
Des Moines, **IOWA** 50319
515-281-3176

University of Idaho
Deaf/Blind Single State Project
College of Education
Moscow, **IDAHO** 83843
208-885-6849

Illinois State Board of Education
Deaf/Blind Single State Project
100 N. First Street
Springfield, **ILLINOIS** 62777
217-782-6601

Indiana State University
Deaf/Blind Single State Project
Blumberg Center
Terre Haute, **INDIANA** 47809
812-237-2830

Kansas State Dept. of Education
Deaf/Blind Single State Project
120 East 10th Street
Topeka, **KANSAS** 66612
913-296-3867

Kentucky Dept. of Education
Deaf/Blind Single State Project
Capital Plaza Tower
8th floor
Frankfort, **KENTUCKY** 40601
502-564-4970

Louisiana Dept. of Education
Deaf/Blind Single State Project
P.O. Box 94064
Baton Rouge, **LOUISIANA** 70804
504-342-0167

Maryland State Dept. of Education
Deaf/Blind Single State Project
200 W. Baltimore Street
Baltimore, **MARYLAND** 21201
301-333-2495

The Center for Disability Research
Deaf/Blind Single State Project
12407 Kemp Mill Road
Silver Spring, **MARYLAND** 20902
301-622-7795

Michigan State Education Agency
Deaf/Blind Single State Project
715 W. Willow
Lansing, **MICHIGAN** 48913
517-373-0108

Minnesota Dept. of Education
Deaf/Blind Single State Project
550 Cedar Street
St. Paul, **MINNESOTA** 55101
612-296-5174

Missouri School for the Blind
Deaf/Blind Single State Project
3815 Magnolia Avenue
St. Louis, **MISSOURI** 63110
314-776-4320

Mississippi State Education Agency
Deaf/Blind Single State Project
P.O. Box 771
Jackson, **MISSISSIPPI** 39205
601-359-3498

Montana Dept. of Educational Services
Deaf/Blind Single State Project
State Capitol
Helene, **MONTANA** 59620
406-444-4426

North Carolina Board of Education
Deaf/Blind Single State Project
116 Edenton Street
Raleigh, **NORTH CAROLINA** 27608
919-733-3821

Dept. of Public Instruction
Deaf/Blind Single State Project
600 East Boulevard
10th floor
Bismarck, **NORTH DAKOTA** 58505
701-224-2277

Nebraska Dept. of Education
Deaf/Blind Single State Project
P.O. Box 94987
Lincoln, **NEBRASKA** 68509
402-471-2471

New Jersey State Dept. of Education
Deaf/Blind Single State Project
225 West State Street CN500
Trenton, **NEW JERSEY** 08625
609-292-7602

New Mexico Dept. of Education
Special Education Unit
Deaf/Blind Single State Project
300 N. Don Gaspar Street
Santa Fe, **NEW MEXICO** 87501
505-827-6541

New York State Education Dept.
Deaf/Blind Single State Project
Room 1069
Education Building Annex
Albany, **NEW YORK** 12234
518-474-5548

Ohio State University
Research Foundation
Deaf/Blind Single State Project
1314 Kinnear Road
Columbus, **OHIO** 43212
614-447-0848

Oklahoma State Dept. of Education
Deaf/Blind Single State Project
2500 North Lincoln Boulevard
Oklahoma City, **OKLAHOMA** 73105
405-521-2808

Oregon Dept. of Education
Deaf/Blind Single State Project
700 Pringle Parkway SE
Salem, **OREGON** 97310
503-378-3136

Puerto Rico Dept. of Education
Deaf/Blind Single State Project
P.O. Box 859
Hato Rey, **PUERTO RICO** 00919
809-756-5820

Easter Seal Society - Rhode Island
Deaf/Blind Single State Project
Meeting Street School
667 Wasterman Avenue
East Providence, **RHODE ISLAND** 02914
401-438-9500

South Carolina Dept. of Education
Deaf/Blind Single State Project
100 Executive Center Drive
Santee Building, Suite 210
Columbia, **SOUTH CAROLINA** 29210
803-737-8710

South Dakota Dept. of Education
Deaf/Blind Single State Project
700 Governors Drive
Pierre, **SOUTH DAKOTA** 57501
605-773-3678

Texas Education Agency
Deaf/Blind Single State Project
1701 N. Congress Avenue
Austin, **TEXAS** 78701
512-463-9414

Utah State Office of Education
Deaf/Blind Single State Project
846 20th Street
Ogden, **UTAH** 84401
801-399-9631

Commonwealth of Virginia
Dept. of Education
Deaf/Blind Single State Project
P.O. Box 69ROJECT
Richmond, **VIRGINIA** 35216
804-225-2883

Virgin Islands Dept. of Education
Deaf/Blind Single State Project
Box 44-46 Kongens Gade
Charlotte Amalie, **VIRGIN ISLANDS** 00801
809-776-5802

University of Vermont
Deaf/Blind Single State Project
499C Waterman Building
Burlington, **VERMONT** 05405
802-656-4031

Washington State Program for Deaf/Blind
Deaf/Blind Single State Project
12320 80th Avenue South
Seattle, **WASHINGTON** 98178-4414
206-772-3636

West Virginia Dept. of Education
Deaf/Blind Single State Project
Capitol Complex Building
6/RM 8-016
Charleston, **WEST VIRGINIA** 25305
304-348-2969

Wyoming Dept. of Education
Deaf/Blind Single State Project
WND Floor, Hathaway Building
Cheyenne, **WYOMING** 82002
307-777-6236

APPENDIX D

DISCUSSION GUIDE FOR STAFF ORIENTATION FILM:

"A LIFETIME OF PATIENCE"

APPENDIX D

Discussion Guide for Staff Orientation Film:

"A Lifetime of Patience"

This is an excellent film to use in orienting school staff to this curriculum. It sets the stage for a focus on transition, and for the inclusion of parents in planning for their own children. It also highlights the need for community based instruction.

The film documents the thoughts, feelings, and concerns of the parents of five students, aged 15 to 18, with dual sensory impairments and cognitive disabilities. The students pictured attend school at the Texas School for the Blind, Deaf-Blind Annex.

During the course of the film the parents talk candidly about the following experiences and issues; discovering that their baby had a disability; what professionals told them; the changing role of their immediate and extended family as a support system as their child grows older; how parents feel about the professionals that they've dealt with over the years; the parents' increasing uneasiness when taking their sons or daughters out into the community; parents waning hope regarding their adolescent son's or daughter's potential for accomplishment; and finally, parents' growing need to do

things for themselves, after 16 or 18 years of dedicating themselves to their child's needs.

The film ends with the parents expressing their need for some place and people that will care for their sons or daughters when they are gone, and with a message to professionals not to paint false pictures for parents.

Some appropriate topics for discussion after the film has been viewed follow.

- What are the dominant concerns of these parents?
- What are parents saying about professionals? What would they like professionals to do?
- How can you use the information and knowledge that parents have regarding their children in planning goals and experiences for students?
- What is the potential impact the parents' behavior of withdrawing their sons and daughters from community activities?
- In what ways can professionals work with students in the community to enhance their functioning?

This 44 minute film is available free of charge from the Texas School for the Blind, Project Parent Support, 1701 North Congress, Austin Texas, 78701, (512) 454-8631. A letter requesting a copy of the film should be addressed to Kate Moss.